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CO 602 Theoretical Approaches to Assessment and Treatment Planning

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CO602: Theoretical Approaches to Assessment and Treatment Planning
Counseling as Advocacy for Social Justice
Virginia T. Holeman, PhD
Draft Syllabus July 16, 2008

One (1) Hour Credit

Maximum Enrollment: 30

Time Next Taught: Fall 2008

Prerequisites: CO601, CO720, and MA Counseling Status

Class Meeting: Sept. 3, 17; Oct. 1, 15, 2008

Time: 5:30-8:15 pm.

Course Description (This description applies to all the Treatment Planning Courses)

In order to function as a competent clinician, one must develop competence in diagnosing and effectively treating a variety of problems with which they are confronted. In order to do this one must be thoroughly familiar with a variety of treatment modalities. This course is designed to provide students with an introduction to assessment, clinical diagnosis and treatment planning. Students will have an opportunity to become acquainted with material relevant to treatment issues both from a Christian historical perspective and current knowledge.

As a result of completing these courses, students shall (the bold print applies to CO602 in particular):

- 1. Become familiar with principles for applying Christian thought to the field of counseling.**
- 2. Learn how to conceptualize cases from various theoretical perspectives.**
- 3. Develop the ability to think like a clinician using relevant diagnostic information.**
- 4. Value a collegial process in the development of treatment plans.**
- 5. Learn how to develop and implement treatment plans including cultivating the ability to assess progress and formulate timelines.**
6. Learn the value of and how to keep effective treatment records.
7. Understand how to effectively utilize supervision to facilitate quality treatment.
8. Understand the role of psychotropic medications and mood altering chemicals in the treatment of mental and emotional disorders.
9. Understand how to make appropriate referrals.

This course also addresses the Christian Formation Value of Mercy and Justice. Activities from this course become part of your Christian Formation Portfolio. For more information on the Christian Formation Plan for students, go to First Class Client>ATS Info>Christian Formation>CFP Brochure, CFP Plan, FAQ, etc.

Defined: Social engagement fueled by mercy for fallible humanity and the quest for justice in personal, communal, corporate, political, and international contexts.

Map Point: Students will stand in solidarity with the poor and the marginalized for social justice and offer mercy.

Required Text

Aponte, H. J. (1994). *Bread and spirit: Therapy with the new poor: Diversity of race, culture, and values*. New York: W. W. Norton (257 pp.)

Required Article (Purchase at bookstore)

Heitzenrter, R. P. (1995). The *Imitatio Christi* and the great commandment: Virtue and obligation in Wesley's ministry with the poor. In M. D. Meeks (Ed.) *The Portion of the Poor* (pp. 49-63, 177-178). Nashville, TN: Kingswood Books.

Required Articles available on-line through ASBURY SCHOLAR.

Chung, R. C-Y. (2005). Women, human rights, and counseling: Crossing international boundaries. *Journal of Counseling and Development*, 83, 262-268

Kisela, M. S. & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. *Journal of Counseling and Development*, 79, 387-397.

Montero, C.F. P. & Preussler, R. S. C. (2002). Psychology and social justice: Working towards a Christian justice-based model of integration. *Journal of Psychology and Christianity*, 21, 301-308.

Rojano, R. (2004). The practice of community family therapy. *Family Process*, 43, 59-77.

Recommended Reading

Minuchin, P, Colapinto, J, & Minuchin, S. (1998). *Working with the families of the poor*. New York: Guilford Press.

Snyder, H. A. (1996). *The radical Wesley and patterns for church renewal*. Eugene, OR: Wipf and Stock Publishers.

Requirements/Mean of Assessment

1. Social Action Experience and Reflection Paper [3 pages] (30%) -- Due Nov. 3, 2008, midnight

Identify an activity that reflects social action on behalf of the poor, marginalized, or oppressed. Participate for a **minimum** of 4 hours (they do not have to be consecutive hours). Develop a 3 page reflection paper that links your experience with our class content. I list several examples below:

- a. If you are enrolled in IS501 or IS502, or any other class that has a similar assignment, you may count your kingdom project/ social justice project as the experiential part of this assignment. You will subsequently compose the reflection paper particular to the goals and readings of this class.

- b. **NAMI Walks for the Mind of America** is a walk to raise money and awareness about our country's need for a world-class treatment and recovery system for people with mental illness. For more information:
<http://www.nami.org/template.cfm?section=NAMIWALKS>, click on the state of KY. This would be particularly appropriate if you completed CO605 in May 2007.
- c. Become a “**Step by Step**” Volunteer <http://www.sbslex.org/> Step by Step is a ministry to teenage single moms. Twice a month (Thursday evenings), Step by Step sponsors an event for the Step by Step moms and their children. There are MANY ways to help out. Application required (see their website).
- d. Create your own (with my approval). You may already be involved in a ministry or setting that reflects social justice advocacy (i.e., participation in the ministries of La Roca, Project READ – adult literacy program, or your practicum may currently be within the community mental health system). Submit a 1 page description of your activity and how it fits within the scope of advocacy for social justice. This is due no later than Sept. 22, 2008. Participation in your “create your own” project will not count unless you have my PRIOR approval.

2. Social Justice Session Reflection Paper (3-4 pages per paper) 70%

Place your name on the last page ONLY – NOT on the front page.

For each of the first three sessions, prepare a 3-page paper that reflects your integration of classroom presentations, key ideas from session readings, and your own cognitive and emotional response to the material presented for any 2 out of the 4 sessions. No late session reflection papers will be accepted. Each reflection paper is due by midnight on the Friday that follows the class.

Session 1 Paper Due by Midnight on Sept. 5

Session 2 Paper Due by Midnight on Sept. 19

Session 3 Paper Due by Midnight on Oct. 5

Your FINAL class reflection paper for the fourth session should include reflection from the final section, but should also summarize your current understanding of counseling as advocacy for social justice by drawing upon salient aspects of this course.

Under the Christian Formation Program [you enrolled at ATS Fall 2005 or later], this paper becomes part of your portfolio for the Mercy and Justice Core Value. **This final paper is due by midnight on Wednesday, October 22, 2008.**

Grading Policies and Procedures

Course assignments shall be graded using the following grade ranges:

A	100-96	C	76-74
A-	95-90	C-	73-71
B+	89-87	D+	70-67
B	86-84	D	66-64

B-	83-81	D-	63-61
C+	80-77	F	60 and below

Attendance: Punctual class attendance is required. Students should limit their absences to emergency cases such as illness, family emergencies, etc. Students who miss more than **3 hours** of class will not receive a passing grade.

Late Papers: Written assignments that are late will be graded without written feedback on the paper, and will be assessed 1/3 letter grade for each **week** the paper is late. A paper is deemed 'late' if it is not submitted at the time indicated on the syllabus. Exception: NO LATE SESSION REFLECTION PAPERS WILL BE ACCEPTED.

Electronic Submissions: All papers must be submitted electronically.

MOODLE DESCRIPTIONS AND COMMUNICATION GUIDELINES

Class communication is accomplished with the open-source Moodle platform, accessed using a web browser (Firefox is preferred). Log into <http://virtual.asburyseminary.edu> and you will see this course listed to the left. The following are functions with which you should familiarize yourself:

1. The Course Information Center, in the center of your screen, contains many features to be used throughout the semester, including:
 - a) Course News and Announcements, where I will post items important for the entire class;
 - b) Syllabus, where a copy of the syllabus is provided;
 - c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately;
 - d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum;
 - e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community;
 - f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.
2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.
3. Resources, a section located on the left side, provides links to items you will want to use often in the semester.

CO602 Monthly Planner for Students
 CO602 Treatment Planning – Counseling as Advocacy for Social Justice
 5:30-8:30 pm

	Reading
Session 1	Kisela, M. S. & Robinson, M. (2001). Bringing advocacy counseling to life: The history, issues, and human dramas of social justice work in counseling. <i>Journal of Counseling and Development</i> , 79, 387-397. Aponte Ch 1-3
Session 2	Heitzenrter, R. P. (1995). The <i>Imitatio Christi</i> and the great commandment: Virtue and obligation in Wesley's ministry with the poor. In M. D. Meeks (Ed.) <i>The Portion of the Poor</i> (pp. 49-63, 177-178). Nashville, TN: Kingswood Books. [COURSE PACKET in Bookstore] Aponte Ch. 4-6
Session 3	Montero, C.F. P. & Preussler, R. S. C. (2002). Psychology and social justice: Working towards a Christian justice-based model of integration. <i>Journal of Psychology and Christianity</i> , 21, 301-308. Rojano, R. (2004). The practice of community family therapy. <i>Family Process</i> , 43, 59-77. Aponte Ch. 7-8
Session 4	Chung, R. C-Y. (2005). Women, human rights, and counseling: Crossing international boundaries. <i>Journal of Counseling and Development</i> , 83, 262-268 Aponte Ch. 9-11